# Using Rubrics as Guides for Determining Accreditation Status

The 5 Key Areas for Reflection and the 15 Criteria associated with them help focus a school's attention on the indicators for determining where they are in the journey of developing as a thinking school. The use of the rubrics below—the Comprehensive Rubric and the Summary Rubric, provides an opportunity for the school and the accrediting partner to organize the information in the portfolio and make a clear determination of progress. With the clarity gained from this process, schools are able to make informed decisions about the future direction of their journey, the priorities they need to set, and the actions they need to undertake.

## Rubrics For Scoring Each Of The 5 Criteria

## Student Centered

|  | Emerging | Developing | Target | Exceptional |
|---|---|---|---|---|
| **Student Centered Learning** | Some (10-49%) students are starting to demonstrate a shift in attitudes and behavior toward more thoughtful, caring, responsible learners as measured by (surveys and supported by observations and/or interview/ focus groups and/ or examination of learning outcomes) | Many (50-84%) students demonstrate a shift toward becoming more thoughtful, caring, responsible learners | The vast majority of (percentage 85-90%) students' development as thoughtful, caring, responsible learners is reflected in learning outcomes (analysis of lesson plans and portfolio artifacts), attitudes, behavior of pupils, across diverse populations (affective surveys). | Nearly all students demonstrate development as thoughtful caring, responsible learners as reflected in learning outcomes, attitudes, behavior of pupils, across diverse populations. |
| **Student Fluency** | Some (10-49%) students are learning to become fluent with the skills, tools and models | Many (50-84%) students are demonstrating fluency with skills, tools, and models and use them in an integrated manner. | The vast majority (e.g.85-90%) of students are demonstrating fluency with skills, tools, and models and uses them in an integrated manner (portfolio evidence of student work, videos, survey questions). | Nearly all (e.g., 91-100%) students are demonstrating fluency with skills, tools, and models and use them in an integrated manner. |
| **Communicating Learning** | Some (10-49%) students are learning how to use media/ technologies with thinking models to access, process, and communicate ideas. | Many (50-84%) students are starting to use media/ technologies with thinking models to access, process, and communicate ideas. | The vast majority (e.g.85-90%) of students are using media/technologies with thinking models to access, process, and communicate ideas. | Nearly all (e.g., 91-100%) students are starting to use media/technologies with thinking models to access, process, and communicate ideas. |

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# Facilitative Leadership

| | Emerging | Developing | Target | Exceptional |
|---|---|---|---|---|
| **School Leadership Team** | "Drive team" starting process of implementation and beginning to seek involvement from key stakeholders | "Drive team" using some support and involvement from key stakeholders in the school community | A vibrant and highly effective "Drive Team" reflecting support and involvement from nearly all-key stakeholders in the school community has been developed and is actively engaged. | A vibrant and highly effective "Drive Team" reflecting support and involvement from all key stakeholders in the school community has been developed and is actively engaged and has been functioning effectively (as measured by surveys, focus groups, observations, assessments, self assessment/ reports). |
| **Implementation Plan** | A clearly articulated long-term plan for the introduction of thinking models and for their growth beyond accreditation is being designed | A clearly articulated long-term plan for the introduction of thinking models and for their growth beyond accreditation has been designed and is in the early stages of implementation | A clearly articulated long-term plan for the introduction of the thinking models and for their growth beyond the accreditation process has been designed and is being actively followed by the majority of (50-80%) members of the school community. | A clearly articulated long-term plan for the introduction of the thinking models and for their growth beyond the accreditation process has been designed and is being actively followed by nearly all (81-100%) members of the school community as determined by self-reports/assessments, observations, focus groups, surveys etc.. |
| **Learning Centered Leadership** | The school-wide leader (s) are beginning to-demonstrate the use of thinking models in coaching and guiding reflective practice, support active, purposeful engagement and collaboration, and for promoting thought-filled decision-making in some preliminary work with constituents. | The school-wide leader(s) demonstrate the use of the thinking models in coaching and guiding reflective practice, supporting active, purposeful engagement and collaboration, and for promoting thought-filled decision-making in some work with constituents. | The school-wide leader(s) demonstrate the use of the thinking models in coaching and guiding reflective practice, supporting active, purposeful engagement and collaboration, and for promoting thought-filled decision-making in most work with constituents. | The school-wide leader(s) demonstrate the use of the thinking models in coaching and guiding reflective practice, supporting active, purposeful engagement and collaboration, and for promoting thought-filled decision-making in nearly all work with constituents. |

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# Integrated Professional Learning

|  | Emerging | Developing | Target | Exceptional |
|---|---|---|---|---|
| **Professional Development** | Ongoing, systematic professional learning opportunities are being planned to support expertise of the thinking models with thought given to how to sustain their integrated use over time. | Ongoing, systematic professional learning opportunities are starting to be provided to professionals that are beginning to develop and support expertise of the thinking models | Ongoing, systematic professional learning opportunities are regularly provided to develop and support expertise of the thinking models and to sustain their integrated use over time. | Ongoing, systematic professional learning opportunities are regularly provided to develop and support expertise of the thinking models and have demonstrated that these professional learning opportunities are being sustained over time. |
| **Differentiation for Educators** | Teacher and leader skills and practices have begun a well-developed plan for growth across a variety of teaching and leading styles, content areas, and cultural backgrounds and have a well-articulated plan for active implementation. | Teacher and leader skills and practices have established a well-developed plan for growth across a variety of teaching and leading styles, content areas, and cultural backgrounds and have begun active implementation. | Teacher and leader skills and practices, based upon well developed plans, have grown across a variety of teaching and leading styles, content areas, and cultural backgrounds. | Teacher and leader skills and practices, based upon well developed plans, have shown consistent growth across a variety of teaching and leading styles, content areas, and cultural backgrounds. |
| Collaborative Inquiry | Plans are in place (or discussions evolving) for individual and group professional learning opportunities utilizing an inquiry approach, incorporating peer learning, and promoting reflective decision-making. | Individual and group professional learning opportunities utilizing an inquiry approach, incorporating peer learning, and promoting reflective decision-making are starting to be used in a variety of settings. | Individual and group professional learning opportunities utilize an inquiry approach, incorporate peer learning, and promote reflective decision-making for most decisions. | Individual and group professional learning opportunities utilize an inquiry approach, incorporate peer learning, and promote reflective decision-making and have had ongoing/sustained demonstrated success. |

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# Interactive Assessment

| | Emerging | Developing | Target | Exceptional |
|---|---|---|---|---|
| **Assessment to inform** | Discussions are evolving about realistic ways to implement differentiated formative and summative assessment that will inform instructional and learner decision-making | Differentiated forms of both (or either) formative and summative assessment are being used to inform many (50-84%) instructional and learner decision-making | Differentiated forms of both formative and summative assessment are used to inform the vast majority of (e.g.85-90%) instructional and learner decision-making. | Differentiated forms of both formative and summative assessment are used to inform nearly all (91-100%) instructional and learner decision-making. |
| **Reflective Thinking** | Reflective assessment of thinking is emerging as a regular dimension of classroom practice | Reflective assessment of thinking is an explicit, regular dimension of many (50-84%) classroom practices. | Reflective assessment of thinking is an explicit, regular dimension of the vast majority (e.g.85-90%) everyday classroom practice. | Reflective assessment of thinking is an explicit, regular and assessed dimension of nearly all (91-100%) everyday classroom practice that is found to be effectively conducted. |
| **Interactive Assessment** | Discussions are evolving about ways to include the voices of all teachers and students in the assessment process. | Students, as well as teachers, are starting to become actively involved in the assessment processes and opportunities exist for both of them to use these processes to develop as autonomous learners and teachers. | Students, as well as teachers, are actively involved in the assessment processes and opportunities exist for both of them to use these processes to develop as autonomous learners and teachers. | All members of the school community are actively involved in the assessment processes and opportunities exist for all of them to use these processes to develop autonomous learners and teachers and administrators. |

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# School-Wide Ethos

| | Emerging | Developing | Target | Exceptional |
|---|---|---|---|---|
| **Organization and atmosphere** | Discussions are evolving to develop the organizational structure and visual presentation of the school so that it reflects a positive, caring and creative atmosphere representing stakeholders. | The organizational structure and visual presentation of the school reflects a positive, caring and creative atmosphere representing many of the stakeholders is starting to emerge based on discussions incorporating multiple perspectives | The organizational structure and visual presentation of the school reflects a positive, caring and creative atmosphere representing all stakeholders. | The organizational structure and visual presentation of the school reflects a positive, caring and creative atmosphere representing all stakeholders that is fully embraced and actively pursued |
| **Opportunities for responsibility and reflection** | Discussions about how to effectively create regular opportunities, across roles and responsibilities, are designed for school members to discuss and reflect on the teaching and learning experiences related to the development of a thinking school are evolving. | Regular opportunities, across roles and responsibilities, are designed for school members to discuss and reflect on the teaching and learning experiences related to the development of a thinking school are starting to become available to stakeholders. | Regular opportunities, across roles and responsibilities, are designed for school members to discuss and reflect on the teaching and learning experiences related to the development of a thinking school. | Regular opportunities, across roles and responsibilities, are designed for school members to discuss and reflect on the teaching and learning experiences related to the development of a thinking school and are rated by participants as effective and important. |
| **Collaboration within the school and with TSI network** | Discussions on ways to create opportunities for collaboration within and beyond the school community, including other schools in the TSI network are evolving. | The school is developing opportunities for collaboration within and beyond the school community, including other schools in the TSI network. | The school actively develops opportunities for collaboration within and beyond the school community, including other schools in the TSI network. | The school actively develops opportunities for collaboration within and beyond the school community, including other schools in the TSI network—serving as a leader among the TSI school network and writing up findings to share with others. |

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# Summary Rubric For Scoring Each Of The 5 Criteria

|  | Emerging | Developing | Target | Exceptional |
|---|---|---|---|---|
| **Student Centered** | School meets one of the three criteria | School meets 2 of the three criteria | School meets all three of the guiding criteria | School meets all three of the guiding criteria in an exceptional and/or model way |
| **Facilitative Leadership** | School meets one of the three criteria | School meets 2 of the three criteria | School meets all three of the guiding criteria | School meets all three of the guiding criteria in an exceptional and/or model way |
| **Integrated Professional Learning** | School meets one of the three criteria | School meets 2 of the three criteria | School meets all three of the guiding criteria | School meets all three of the guiding criteria in an exceptional and/or model way |
| **Interactive Assessment** | School meets one of the three criteria | School meets 2 of the three criteria | School meets all three of the guiding criteria | School meets all three of the guiding criteria in an exceptional and/or model way |
| **School-Wide Ethos** | School meets one of the three criteria | School meets 2 of the three criteria | School meets all three of the guiding criteria | School meets all three of the guiding criteria in an exceptional and/or model way |
| **Total score** | School meets one of the three criteria | School meets 2 of the three criteria | School meets all three of the guiding criteria | School meets all three of the guiding criteria in an exceptional and/or model way |